ED001610

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001610	NA	NA

4. AUTHOR(S):
Great Cities School Improvement Program

5. TITLE OF DOCUMENT ABSTRACTED:
Target Program 1963-64

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
William H. Hunter School
ORG.
Mascher & Dauphin St.
ST. Philadelphia 33, Pa.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Great Cities School Improvement Program
Philadelphia, Pa.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	63	9

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

Philadelphia, Pa.	school-community coordinator (Great Cities School			
reading	in-service training	parental role	speech correction	Improvement
language laboratory	teacher role	medical services	student behavior	Program)
arithmetic	after-school program	recreational facilities	Target Program	

17. ABSTRACT (MAX. 250 WORDS)

The most successful area of the program was reading. The book levels increased for the children; the longer a child was involved with the project, the greater was his rate of progress. In evaluating the role of the Language Laboratory it was evident that a median increase of slightly more than three reading levels was achieved. Through the creation of the 4-40 Club Program (not described), notable progress occurred in learning the number facts.

In-service programs stimulated the faculty to try new and challenging ways of presenting materials. Teachers felt that because of in-service help, many areas of language arts had improved.

The after-school program was expanded to include an arithmetic group, a homework group, two bell groups, and the glee club.

The school-community coordinator organized a small but active group of Hunter Aids who made many personal contacts with parents. They stimulated parental interest in coming to school and in assisting class trips. Medical services and speech correction service were offered. Though limited, the recreational facilities gave the children a variety of activities in which to participate.

Future plans included a continuation of all extra services, and a renewed emphasis on standards of behavior in school and neighborhood.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

TARGET PROGRAM

1963 - 64

WILLIAM H. HUNTER SCHOOL
Mascher & Dauphin Streets
Philadelphia 33, Pa.

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GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SUMMER WORKSHOP - 1963
PLANNING - EVALUATION

During the 1962-63 school year, the on-going aims of Hunter's Target Program have been continually emphasized.

One of the greatest obstacles to greater achievement was the pupil population change which started in the 1961-62 school year but continued during this past year. This change limits the scope of evaluation. The following table shows the limits of evaluation

% OF CHILDREN IN THE PROJECT THE ENTIRE 2 YEARS

GRADE	%
3	53
4	62
5	65
6	69

We had a total pupil population change of 114% during this past school year. This meant that children had to be absorbed into the regular classroom routine with startling rapidity, and the faculty has made valiant efforts to accomplish this. Many difficulties have arisen out of this situation which have been modified by persistent effort and skillful teaching.

READING PROGRESS

Results of a questionnaire circulated among the faculty show that the area of the program which has been most successful is Reading. The following table expressed in medians by grade illustrates this

GRADE	9/61 BK. LEVEL	6/62 BK. LEVEL	6/63 BK. LEVEL
3	1 1	2 1	
4	1 1	2 2	2 2
5	4 1	5	3 2
6	3 2	6	6 2

The above chart represents entire classes. The progress was achieved in spite of the large population change. (see chart). It is valid to conclude that the rate of progress increases as the percentage of the class stability increases. In other words, the longer a child is involved with the project the greater the rate of progress. These figures were determined from the school testing program administered by the Language Laboratory Teacher and the Language Arts Consultant. Teachers feel that this is the result of the Reading Cycle.

LANGUAGE LABORATORY

In evaluating the role of the Language Laboratory, the Enrichment Group, which consists of 26 children (6 boys and 20 girls) from Grades 3 to 6, comparison of city test scores over a one year period indicates the following progress in reading:

NUMBER OF CHILDREN	INCREASE IN LEVELS
4	4
10	3
7	2
4	1
1	0

A median increase of slightly more than 3 reading levels was achieved. However, the result of the one child who did not progress is questionable because the child "freezes" in a testing situation. Three of the four children who progressed one level are in the group that meets for only one half hour per day. Finally, the fourth child who progressed only one level had excessive absences.

Insufficient data is available at this time for an adequate evaluation of the Non-Verbal Group.

It is evident that the reason the Literature Program, the Non-Verbal Group, and the Enrichment Group received the lowest rate of success on the faculty questionnaire is two fold: 1. the separation of the classroom teacher from the

programs; and 2. difficulty in rating. It is suggested that the classroom teachers be kept informed of the results of the Enrichment and Non-Verbal programs.

The Enrichment Program gave the scholastically advanced child an opportunity to engage in activities and use materials which were not adaptable to the regular classroom. It should be stated that the Enrichment Group largely consisted of children with the highest level of achievement in Reading.

NUMBER FACTS

Through the creation of the 4-40 Club Program, notable progress has occurred in learning the number facts.

The following table indicates the % of children with 35 or more number facts correct in each test listed. It compares our 1962 per centage with our 1963 per centage. It also compares our 1963 per centage with the city wide 1963 per centage.

GRADE 5

TEST	HUNTER 1962	HUNTER 1963	CITY 1963
1	23%	57%	49%
2	5%	14%	28%
3	5%	12%	31%
4	4%	7%	29%

GRADE 6

TEST	HUNTER 1962	HUNTER 1963	CITY 1963
1	47%	80%	68%
2	9%	44%	46%
3	9%	42%	51%
4	5%	27%	46%

In ½ of the tests our school exceeds or comes within a few per centage points of meeting the city averages. Progress has been achieved in each area and in all but one area (5th grade division) progress is well above 100%.

IN-SERVICE PROGRAMS

In-service programs have stimulated the faculty to try new and challenging ways of presenting materials. Teachers feel that because of in-service help, many areas of language arts have improved.

Lower grade teachers felt a great deal of assistance in reading from this, while upper grade teacher attributed some of the progress in reading to in-service help.

Success was noted in spelling. The spelling lists distributed by the Language Arts Consultants categorized words in a manner which utilized word attack and phonics. This was helpful to the classroom teacher

AFTER SCHOOL PROGRAM

Hunter has expanded its after-school program. It now includes an Arithmetic Group, a Homework Group, two Bell Groups and the Glee Club.

In the Arithmetic Group, a limited number of children are members of each group. They were encouraged by their teacher and/or the teacher in charge of each group to attend the after-school program.

The program of the Arithmetic Group is varied but consists largely of the Newer Arithmetic. It contrasts last years program which was based primarily on review and enforcement of basic skills. The group meets one afternoon per week.

The Homework Group consists of a number of children who need a place to do their homework. The school library is used as the Homework Room. The children therefore have access to resource materials which are not available in their homes. Included in the program, is instruction in the use of reference material. The teacher in charge acts as a resource person and aids the children in selection

of resource material. The teacher does not tutor but checks homework to see if it is complete. He does not correct, criticize or evaluate the homework. This group meets every day except Friday and days preceding holidays.

The Bell and Chorus Groups combine their efforts in a unified program which is directed by two teachers. These groups meet separately during some of their practice periods and jointly when preparing a program. Each group meets twice a week, one hour after-school and one hour during the school day. The selection is based on interest and ability and the purpose is to develop talent. Progress and cooperation determine whether a child remains in the group.

Performances were given for the Home and School Association at the Elwood School and at the Ford Foundation Festival at John Wanamaker Junior High.

Hunter has expanded the after-school activities to include another teacher who has taken a junior bell group in order to perform for their peers and prepare them for the Glee Club and Bell Ensemble programs. While limited, it has met with success and the continued enthusiasm of the children.

SCHOOL COMMUNITY COORDINATOR

Our school community coordinator has organized a small but active group of Hunter Aides who have made many personal contacts with parents. A major problem this year centered around a very, very small school yard and an increase in pupil population. As spring came more and more children came to school earlier and earlier. This presented a safety factor and a community relations factor. We approached the children, then sent flyers to parents. This brought little improvement. We then asked the Hunter Aides to make personal calls in their areas. We then got better results.

The school community coordinator has been very helpful in making our dental clinics move more smoothly.

She has stimulated the interest of parents in coming in to the school and in assisting on class trips. This is hard to evaluate because of our mobile population.

Efforts should be directed toward making faster contacts with parents new to our area in an attempt to make orientation an easier process.

In re-defining the function of the school community coordinator, we feel that her duties should continue to include investigation of chronic lateness problems, act as representative of Hunter School at civic and Kensington Community Council meetings, make parent contacts as needed by faculty members.

The function could be expanded to setting up small homemaking classes, contacting our new families and further serve as liaison between school and community.

MEDICAL SERVICES

The expansion of the nurse's schedule to 5 days a week at Hunter is a basic need felt by the entire faculty. Our nurse service is 1½ days per week and this is not really enough time to comply with health examinations required by state law. Therefore, the nurse cannot make home visits or get into classrooms to pursue the preventive program which is a basic need in our community.

SPEECH CORRECTION

Here as in the field of medical services, speech correction time assigned on the basis of enrollment only touches the surface. Our speech teacher has a waiting list of cases which are serious but correctible. Her waiting list is as long as the number of children she is working with. An extension of time for speech correction in our school is important to the entire Language Arts Program for many of our children.

RECREATIONAL FACILITIES

Waterloo Playground, Lighthouse Boys Club and Kensington Christian Center are the major recreational facilities for our children.

The playground is fairly well patronized but sometimes becomes a center for unproductive teen-age activity which chases our children away for awhile.

Many of our boys are members of the Lighthouse and enjoy a variety of activities there. There has been a much closer relationship between Hunter and the Lighthouse during this past year. Both organizations are more aware of needs and programs to meet those needs.

Kensington Christian Center, in spite of its name and the religious bias of its financial support, is run as a non-sectarian facility and is used as such. Because of its proximity to our school, it is very well patronized by our children. There are about 28 different organized activities going on each month which are designed to meet the needs of all the age groups in the community. However, the major part of their program is designed for the school age child.

The sports program is the largest feature of the Center with a combined total of over 1,300 participations. This means that many Hunter children engage in a variety of activities and are thus counted many times. The children are given sports instruction. They engage in organized competitive play and table games. In the total program there are over 2,000 participations each month. This includes both children and adults and again indicates that many of the same people are engaged in several different activities.

During the school year, the Center provides a low cost lunch one day a week. About 40 Hunter children use this service. The school community coordinator serves as the liaison and takes care of all technical details. It is hoped that this program can be expanded next year.

A city dental clinic is housed in the center. Hunter children, with

parental permission, utilize the clinic. Of the 308 dental procedures each month, the vast majority consists of attending to the dental needs of Hunter children.

PLANS FOR 1963 - 64

A continuation of all extra services, and a re-emphasis of the goals of the Target Program are basic to our plans.

A renewed emphasis on standards of behavior in school and neighborhood is a pressing need. The entire faculty feels this need. The need has been created by the pupil population change.

The principal, counseling teacher, school community coordinator, the teacher, the parents, and the children must work together as a single force to establish and maintain standards of behavior.

Emphasis on "The Golden Rule" has been suggested as a foundation upon which our standards of behavior should be built. With this as a base we would like to have a handbook for children and parents new to our school which would include school routines, safety rules and standards of behavior and dress.

The cooperation of the school community coordinator in the process of orientation of new families is vital. If she used the handbook with parents, and teachers used it with pupils, we feel that this additional and important goal would be attainable.

Submitted by

Geraldine M. Kelsey
Eugene Geer
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/m

OUTLINE OF DESIRED ADDITIONS TO THE TARGET PROGRAM

FOR THE SCHOOL YEAR 1963 - 1964

1. Orientation program and handbook for new children.
2. Formal and informal progress reports from the Language Laboratory teacher to the rest of the faculty.
3. Full time medical service.
4. Increased after-school program (addition of a Literature program and an English speaking class for Spanish speaking children).
5. Expand lunch program at the Kensington Christian Center.

IN-SERVICE

1. Stress Written English and Grammar
2. Continue Arithmetic
3. Demonstration lessons (use children) each month

COMMUNITY COORDINATOR

1. Arrange cooking school demonstrations
2. Home care demonstrations
3. Social and Community responsibility classes
4. Visit to each family new to the community

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